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Appropriate questions to ask about each entering class, about students in general, and about the college itself are presented as potential subjects of institutional research. A program suggested for the evaluation and analysis of student achievement at the junior college includes data to be gathered from students on entrance to the institution, at the end of each semester, and at graduation or termination. It suggests an analysis of the graduating class and terminating students, and the effects of various factors. (MC)

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SOME QUESTIONS FOR INSTITUTIONAL RESEARCH

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FOR THE ENTERING CLASS

1. How does this class compare with previous classes?
2. What is the specific composition of this class?
   a. Areas represented
   b. Age Groups
   c. Sex
   d. Veterans
   e. Marital Status
   f. High School attended
   g. Father's occupation
   h. Parents' educational background
   i. Family financial condition
   j. 12th Grade Tests
3. What are the educational capabilities of this class?
4. What programs are being attempted?
5. How many students are taking remedial courses?
6. What success are remedial students having?
7. How many students are working?
8. How many hours of work should be permitted a student with a full program? Should this vary with ability?
9. What special assistance do some students require?
10. What special courses, if any, should be offered these students?
11. What preventive measures should be taken to help students avoid failure?
12. What relationship is there between socio-economic background and success in college?
13. What is the performance of first time freshmen?
    a. For the first semester b. For the first year

FOR STUDENTS IN GENERAL

1. Are particular needs being recognized?
2. Are students being guided into courses most suitable for their abilities?
3. Are students given individual help as needed?
4. Are low ability students given special attention and encouragement?
5. How well do low ability students perform and persist?
6. At what stages do drop-outs occur?
7. What are the main reasons for drop-outs?
8. What are the entrance scores of drop-outs?
9. What should be done to reduce drop-outs?
10. What happens to drop-outs after leaving college?
11. How many students would be unable to go to college without financial help?
12. Are the applications for financial help providing reliable and adequate information?
13. Is financial help reaching the right students?
14. What is the effect on grades of
    a. Outside Work
    b. Marriage
    c. Military Service (Veterans)
    d. Program followed
    e. Individual counseling
15. Are the grades being given representative of student ability?
16. What are the age groups of the enrolled students?
17. Why do students select a junior college?
18. Do the students really get the education that THEY want?
19. Is scheduling flexible enough to permit different times to complete a course for students with different rates of learning?

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20. Does class size affect the learning process?
21. Should all full time students receive an introductory course in data processing?
22. What percentage of students graduate in
    a. Two years
    b. Two to three years
    c. More than three years
23. What is the relationship between entrance scores and final G.P.A. for graduates from the junior college?
24. What is the relationship between entrance scores and parents' background for graduates?
25. What percentage of graduating students continue their education?
26. How do junior college student graduates perform at a senior institution?
27. What percentage of students withdraw during
    a. First semester b. First Year c. Second Year
28. What ic the relationship between entrance scores and final G.P.A. of students who withdraw?
29. What is the relationship between entrance scores and parents' background for withdrawals?
30. What effect has probation on duration in college?
31. What are the average terms on probation for
    a. Graduating students b. Withdrawing students
32. What percentage of probationary students finally graduate?

FOR THE COLLEGE ITSELF

1. Is the instruction effective in teaching students to
    a. Think logically
    b. Express themselves clearly
    c. Act judiciously
    d. Assume leadership
    e. Desire to excell
2. Is the college using the best and most effective teaching methods?
3. Are essay type examinations and reports required so that a student learns to express himself clearly?
4. Does the English department cooperate in helping to upgrade written work?
5. Is independent study and research encouraged?
6. Are teaching loads distributed fairly?
7. Which teachers inspire their students?
8. Are teachers happy with conditions?
9. Is teacher evaluation sufficient, adequate, and objective?
10. Are lectures for large classes prepared with sufficient time and thought for a professional presentation?
11. Are lectures taped and filed in the library for immediate student reference?
12. Are grading assistants available to assist in heavy paper work?
13. Are some specialized courses at the junior college inappropriate because of small classes and cost?
14. Are all classrooms being utilized efficiently?
15. Are there too many LAZY hours in the schedule?
16. Are departmental costs reasonable?
17. Are student costs reasonable?
18. Are space needs planned for future years?
19. What is the capital investment by buildings?

A SUGGESTED PROGRAM FOR EVALUATION AND ANALYSIS OF STUDENT ACHIEVEMENT AT THE JUNIOR COLLEGE

by

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1. Minimum Data Required For Each Student At Entrance
   - Student Number
   - Student Name
   - Home Address
   - Sex
   - Veteran
   - Marital Status
   - Age
   - Florida 12th Grade Score
   - High School Attended
   - Father's Education
   - Mother's Education
   - Family Income
   - Program Attempted

2. For Each Student Record At The End Of Each Semester
   - Grades Earned
   - G.P.A.
   - Probation Status
   - Withdrew or Failed to Return

3. For Each Student Record When Graduated
   - Degree Earned
   - Number of Credits Earned
   - Final G.P.A.
   - College to which Transferred

4. For Each Student Record of Those Terminating
   - Reason for Terminating Studies

5. Analysis of Graduating Class

6. Analysis of Terminating Students

7. Effect of Various Factors.